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ABSTRACT

As part of an ongoing effort to improve program quality in the Eastern Connecticut State University (ECSU) Education Unit, a survey was sent to ECSU graduates who were recommended for teaching certification from 1999 through 2001. This report presents student assessment data of the professional preparation provided by the Education Unit at ECSU. Of the 340 surveys mailed, 95 were returned. Respondents completed a Likert-type scale about their preprofessional education in the context of Connecticut's Common Core of Teaching. Areas in which 90% or more respondents gave positive responses were: (1) how students learn and develop; (2) shared responsibility for student development; and (3) a demonstrated commitment to students. Many aspects of preprofessional development were rated as positive. Areas scoring below the 70% agreement rate were that the program provided instruction to make students proficient in reading, writing, and mathematics. Implications for improvement of the teacher certification program are discussed. The survey is attached. (SLD)

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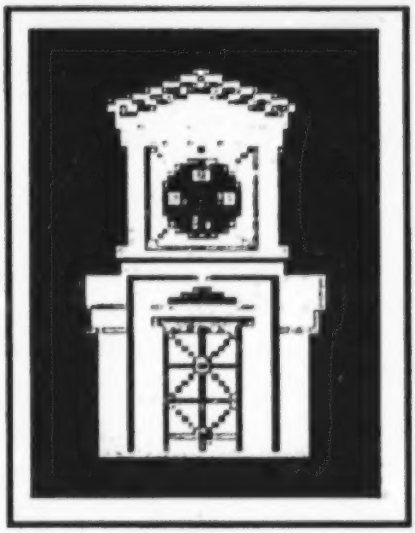
Our Graduates Speak

An analysis of survey data provided by ECSU program completers
concerning their professional preparation and Connecticut's Common Core of Teaching



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An
Eastern Connecticut State University
Research Brief

Prepared by

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Spring 2002

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Introduction

As part of an ongoing effort to improve program quality in the Eastern Connecticut State University Education Unit, a survey was sent to ECSU graduates who were recommended for teaching certification from 1999 through 2001. This survey was designed to explore two main issues, i.e.,

- their assessment of the BEST program and
- their assessment of the professional preparation they received at Eastern in terms of Connecticut's Common Core of Teaching.

Questions concerning BEST were modeled after a state survey designed to probe how certified teachers assess the professional preparation they received through institutions of higher learning; questions concerning *Connecticut's Common Core of Teaching* were taken from the *Common Core* documentation found on the Connecticut State Education Department's website. Questions probing our graduates' assessment of BEST as well as the professional preparation provided by the ECSU Education Unit were structured to allow for responses on a 5-point Likert Scale with 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, and 1 = Strongly Disagree. See Exhibit 1, page 4.

This report presents student assessment data of the professional preparation provided by ECSU's Education Unit. An analysis of BEST data will be reported in another document.

Procedure

Three hundred and forty surveys were mailed to students who were recommended for teaching certification from 1999 through 2001.

Data were analyzed using SPSS. Data transformations from interval to categorical data were performed so percentages in the following categories for each question could be calculated: Negative, Undecided and Positive. The procedure to create these categories was as follows: if a respondent indicated a negative response to a question, e.g., in response to a question they scored a 1 or 2, the variable was recoded into a Negative category. Likewise if they scored a question 4 or 5, the variable was recoded into a Positive category. A response of 3 was recoded as Undecided.

Results

- 340 surveys mailed, 20 were returned as undeliverable and 95 were returned with completed surveys. This is a 30% response rate.
- Percent of respondents within each program were as follows: 45% Early Childhood, 17% Elementary, 8% Middle, 12% Secondary and 18% HPE.
- Percent of respondents within each degree category offered were as follows: 76% Undergraduate, 10% Post-baccalaureate and 14% Graduate.
- Mean scores on the 18 aspects of Connecticut's *Common Core of Teaching* ranged from a low of 3.5 to a high of 4.2. See Exhibit 2, page 10.
- Percentages for the recoded data concerning Connecticut's *Common Core of Teaching* in the **POSITIVE** category ranged from a high of 91.5% to a low of 59%. See Exhibit 3, page 17.
    - The areas scoring 90% or above positive were:
        - Q21B, how students learn and develop
        - Q34B, share responsibility for student achievement
        - Q38B, demonstrate a commitment to students
    - The areas scoring 80% to 89% positive were:
        - Q22B, Understand how students differ
        - Q26B, Recognize need to vary instructional methods
        - Q27B, Select learning tasks to make subject meaningful
        - Q29B, Instructional opportunities support academic, social and personal development
        - Q30B, Use of verbal and non verbal media/foster individual and collaborative inquiry
        - Q33B, Conduct as a professional
        - Q35B, Continually engaged in self-evaluation
    - The areas scoring 70% to 79% positive were:
        - Q24B, Understand the central concepts of the discipline I teach
        - Q25B, Know how to design and deliver instruction
        - Q28B, Establish and maintain appropriate standards of behavior
        - Q31B, Employ a variety of instructional strategies
        - Q32B, Use of various assessment techniques
        - Q36B, Seek out opportunities to grow professionally
        - Q37B, Serve as a leader in the school
    - The areas scoring below 70% positive were:
        - Q23B, Proficient in reading, writing and mathematics

Conclusions and Recommendations

This research reveals how graduates of the ECSU teacher certification programs view the efficacy of their professional preparation within the context of Connecticut's Common Core of Teaching.

For these findings to meaningfully guide programmatic changes, it is recommended that:

1. faculty review their course syllabi to better understand how the dimensions of the Common Core are expressed in course content, and
2. review the data provided here to determine which elements of the Common Core need to be more substantively addressed in courses. While it may seem reasonable to look to strengthen aspects of the program that students found wanting, it may be that faculty chose to strengthen areas of strength, as they are deemed central and appropriate for pre-service teacher preparation.

Exhibit 1

EASTERN CONNECTICUT STATE UNIVERSITY
83 WINDHAM STREET • WILLIMANTIC, CONNECTICUT 06226 • 860-465-5000

Education Department and Health and Physical Education Department
Eastern Connecticut State University

Survey of Teacher Education Program Graduates

Dear Graduate of ECSU's Teacher Education Programs:

We are writing to ask your assistance in our program review process. Please complete the following survey and return it to us in the enclosed postage-paid envelope **by March 15, 2002**?

The results of the survey will remain anonymous and no attempts will be made to identify the respondents.

If you have any questions regarding this survey or our Teacher Education programs, or if you would like a copy of the results, please contact Mitch Sakofs, Director of Educational Experience, Education Department at (860) 465 – 5311.

Thank you for your support as we continue to develop programs designed to prepare effective teachers.

1. Which program did you graduate from at ECSU? (Please check all that apply)

   - ☐ Undergraduate
   - ☐ Post-Baccalaureate
   - ☐ Graduate

2. Which Teacher Education program did you complete at ECSU? (Please Circle all that apply)

   - ☐ Early Childhood Education
   - ☐ Elementary Education
   - ☐ Middle Level Education Subject: _____
   - ☐ Secondary Education Subject: _____
   - ☐ Physical Education

3. In what subject did you receive your BA/BS? _____

4. When did you receive your degree? Fall _____ (yr) Spring _____ (yr)

5. When did you complete your student teaching? Fall _____ (yr) Spring _____ (yr)

6. When did you receive your initial certification? Fall _____ (yr) Spring _____ (yr)

7. When did you pass the PRAXIS II exam(s)? (N/A to ECE)

Date: _____
Which exam(s) did you pass? _____
How many times did you take these exams? _____
When did you take the Praxis II exam(s)?

- □ Before Acceptance to Care
- □ During ECSU coursework
- □ During Student Teaching
- □ After graduation / certification

8. What is your employment situation? (check all that apply)

- □ Not currently employed, not looking
- □ Not currently employed, but looking
- □ Employed not in Education, and looking in education
- □ Employed in Education and looking in other areas
- □ Part Time Substitute
- □ Full Time Substitute
- □ Part time Teacher
- □ Full Time Teacher
- □ Employed as _____

9. Where are you currently employed? Connecticut another state: _____

10. If you are Currently Teaching:
In what type of community do you teach?

- ☐ Urban
- ☐ Suburban
- ☐ Rural
- ☐ Other (please specify: _____)

In what type of school do you teach?

- ☐ Public school
- ☐ Private school
- ☐ Other (specify: _____)

What grades/ages and subjects do you teach?

Grade: _____
Age: _____
Subjects: _____

Have you ever participated in the BEST (Beginning Educators Support Training) program?

- ☐ Yes – Please continue with this section
- ☐ No – Please skip to question number 21 on page 5

5 = Strongly Agree (SA)
4 = Agree (A)
3 = Undecided (U)
2 = Disagree (D)
1 = Strongly Disagree (SD)

Please respond to the following statement-
"For me the BEST Program ..."

	SA	A	U	D	SD
1. lacks a sense of coherence.	5	4	3	2	1
2. helps me develop an understanding about teaching that is consistent with Connecticut's Common Core of Teaching and Learning.	5	4	3	2	1
3. aids me with the realities of education with contemporary schools and youth.	5	4	3	2	1
4. prepares me to teach within the curriculum and assessment system of my school.	5	4	3	2	1
5. helps to guide me with proper classroom behavior management.	5	4	3	2	1
6. integrates pre-teaching education with current teaching practice.	5	4	3	2	1

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"For me, my BEST Mentor..."

7. is in my school. Yes No

8. is in my subject. Yes No

9. is in my grade. Yes No

	SA	A	U	D	SD
10. is knowledgeable about the Connecticut Standards for Teaching and Learning.	5	4	3	2	1
11. makes careful judgments concerning the quality of my instruction.	5	4	3	2	1
12. teaches in a different manner than what BEST advocates.	5	4	3	2	1
13. critically assesses my teaching skills.	5	4	3	2	1
14. helps me to evaluate and reflect on my instruction techniques in order to help me improve.	5	4	3	2	1
15. uses "real-life" teaching strategies	5	4	3	2	1
16. assesses my progress in relation to the Connecticut Standards for effective teaching.	5	4	3	2	1
17. is in touch with the realities of contemporary schools and youth.	5	4	3	2	1
18. is available for me on a regular basis.	5	4	3	2	1
19. structures learning situations for me around real problems and teaching practice.	5	4	3	2	1
20. lacks the experience that I would expect in guiding me to be a better teacher.	5	4	3	2	1

The following items are based on the **Connecticut Common Core of Teaching**. Please rate the preparation you received through our Teacher Education program and your other studies at ECSU by responding to this statement -

"ECSU's Teacher Education program and other courses I completed at ECSU well-prepared me to ..."

	SA	A	U	D	SD
21. understand how students learn and develop.	5	4	3	2	1
22. understand how students differ in their approaches to learning	5	4	3	2	1
23. be proficient in reading, writing, and mathematics.	5	4	3	2	1
24. understand the central concepts and skills, tools of inquiry and structures of the discipline(s) I will teach.	5	4	3	2	1
25. know how to design and deliver instruction.	5	4	3	2	1
26. recognize the need to vary my instructional methods.	5	4	3	2	1
27. select and/or create learning tasks that make subject matter meaningful to students.	5	4	3	2	1
28. establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their successes.	5	4	3	2	1
29. create instructional opportunities that support students' academic, social and personal development.	5	4	3	2	1
30. use effective verbal, nonverbal and media communications techniques, which foster individual and collaborative inquiry.	5	4	3	2	1
31. employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.	5	4	3	2	1
32. use various assessment techniques to evaluate student learning and modify instruction as appropriate.	5	4	3	2	1

continued...

...continued

"ECSU's Teacher Education program and other courses I completed at ECSU well-prepared me to ..."

	SA	A	U	D	SD
33. conduct myself as a professional in accordance with the Code of Professional Responsibility for Teachers(Section 10-145D-400a of the Connecticut Certification Regulations).	5	4	3	2	1
34. share responsibility for student achievement and well being.	5	4	3	2	1
35. continually engage in self-evaluation of the effects of my choices and actions on students and the school community.	5	4	3	2	1
36. seek out opportunities to grow professionally.	5	4	3	2	1
37. serve as a leader in the school community.	5	4	3	2	1
38. demonstrate a commitment to students and a passion for improving my profession.	5	4	3	2	1

If you have any additional comments please use the area below:

Thank you for taking the time to fill out this survey.

Exhibit 2

Frequencies

Statistics

		Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
N	Valid	94	93	93	93	94	94	94	94	94	93
	Missing	1	2	2	2	1	1	1	1	1	2
Mean		4.09	4.05	3.55	3.81	3.81	4.07	3.94	3.78	3.95	3.91

Statistics

		Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38
N	Valid	94	94	95	94	95	95	95	95
	Missing	1	1	0	1	0	0	0	0
Mean		3.88	3.94	4.17	4.20	4.20	3.91	3.78	4.23

Frequency Table

21 understand how students learn and develop.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	3	3.2	3.2	4.3
	Undecided	4	4.2	4.3	8.5
	Agree	65	68.4	69.1	77.7
	Strongly Agree	21	22.1	22.3	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

understand how students differ in their approaches to learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	5	5.3	5.4	6.5
	Undecided	4	4.2	4.3	10.8
	Agree	61	64.2	65.6	76.3
	Strongly Agree	22	23.2	23.7	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

be proficient in reading, writing, and mathematics.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.2	3.2
	Disagree	11	11.6	11.8	15.1
	Undecided	24	25.3	25.8	40.9
	Agree	42	44.2	45.2	86.0
	Strongly Agree	13	13.7	14.0	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

understand the central concepts and skills, tools of inquiry and structures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.3	5.4	5.4
	Disagree	4	4.2	4.3	9.7
	Undecided	11	11.6	11.8	21.5
	Agree	57	60.0	61.3	82.8
	Strongly Agree	16	16.8	17.2	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

know how to design and deliver instruction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.1	2.1	2.1
	Disagree	10	10.5	10.6	12.8
	Undecided	9	9.5	9.6	22.3
	Agree	56	58.9	59.6	81.9
	Strongly Agree	17	17.9	18.1	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

recognize the need to vary my instructional methods.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	3	3.2	3.2	4.3
	Undecided	6	6.3	6.4	10.6
	Agree	62	65.3	66.0	76.6
	Strongly Agree	22	23.2	23.4	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

select and/or create learning tasks that make subject matter meaningful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.1	2.1	2.1
	Disagree	6	6.3	6.4	8.5
	Undecided	9	9.5	9.6	18.1
	Agree	56	58.9	59.6	77.7
	Strongly Agree	21	22.1	22.3	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

establish and maintain appropriate standards of behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.2	3.2
	Disagree	15	15.8	16.0	19.1
	Undecided	7	7.4	7.4	26.6
	Agree	44	46.3	46.8	73.4
	Strongly Agree	25	26.3	26.6	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

create instructional opportunities that support students' academic, social and personal create instructional opportunities that support students' development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.1	2.1	2.1
	Disagree	4	4.2	4.3	6.4
	Undecided	8	8.4	8.5	14.9
	Agree	63	66.3	67.0	81.9
	Strongly Agree	17	17.9	18.1	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

use effective verbal, nonverbal and media communications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	4	4.2	4.3	5.4
	Undecided	13	13.7	14.0	19.4
	Agree	59	62.1	63.4	82.8
	Strongly Agree	16	16.8	17.2	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

employ a variety of instructional strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.1	2.1	2.1
	Disagree	9	9.5	9.6	11.7
	Undecided	9	9.5	9.6	21.3
	Agree	52	54.7	55.3	76.6
	Strongly Agree	22	23.2	23.4	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

use various assessment techniques to evaluate student learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	6	6.3	6.4	7.4
	Undecided	12	12.6	12.8	20.2
	Agree	54	56.8	57.4	77.7
	Strongly Agree	21	22.1	22.3	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

conduct myself as a professional

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	5	5.3	5.3	6.3
	Undecided	7	7.4	7.4	13.7
	Agree	46	48.4	48.4	62.1
	Strongly Agree	36	37.9	37.9	100.0
	Total	95	100.0	100.0	

share responsibility for student achievement and well being

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.2	3.2	3.2
	Undecided	3	3.2	3.2	6.4
	Agree	60	63.2	63.8	70.2
	Strongly Agree	28	29.5	29.8	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

continually engage in self-evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.2	3.2	3.2
	Undecided	9	9.5	9.5	12.6
	Agree	49	51.6	51.6	64.2
	Strongly Agree	34	35.8	35.8	100.0
	Total	95	100.0	100.0	

seek out opportunities to grow professionally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.1	2.1	2.1
	Disagree	10	10.5	10.5	12.6
	Undecided	9	9.5	9.5	22.1
	Agree	48	50.5	50.5	72.6
	Strongly Agree	26	27.4	27.4	100.0
	Total	95	100.0	100.0	

serve as a leader in the school community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.2	3.2
	Disagree	11	11.6	11.6	14.7
	Undecided	14	14.7	14.7	29.5
	Agree	43	45.3	45.3	74.7
	Strongly Agree	24	25.3	25.3	100.0
	Total	95	100.0	100.0	

38 demonstrate a commitment to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.1	2.1	2.1
	Disagree	1	1.1	1.1	3.2
	Undecided	5	5.3	5.3	8.4
	Agree	52	54.7	54.7	63.2
	Strongly Agree	35	36.8	36.8	100.0
	Total	95	100.0	100.0	

EXHIBIT 3

Q21B

understand how students learn and develop.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	4	4.2	4.3	4.3
	Undecided	4	4.2	4.3	8.5
	Positive	86	90.5	91.5	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

Q22B

understand how students differ in their approaches to learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	6	6.3	6.5	6.5
	Undecided	4	4.2	4.3	10.8
	Positive	83	87.4	89.2	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

Q23B

be proficient in reading, writing, and mathematics.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	14	14.7	15.1	15.1
	Undecided	24	25.3	25.8	40.9
	Positive	55	57.9	59.1	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

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Q24B

understand the central concepts and skills, tools of inquiry and structures of the discipline(s) I will teach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	9	9.5	9.7	9.7
	Undecided	11	11.6	11.8	21.5
	Positive	73	76.8	78.5	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

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Q25B

know how to design and deliver instruction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	12	12.6	12.8	12.8
	Undecided	9	9.5	9.6	22.3
	Positive	73	76.8	77.7	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

¢

Q26B

recognize the need to vary my instructional methods.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	4	4.2	4.3	4.3
	Undecided	6	6.3	6.4	10.6
	Positive	84	88.4	89.4	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

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Q27B

select and/or create learning tasks that make subject matter meaningful to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	8	8.4	8.5	8.5
	Undecided	9	9.5	9.6	18.1
	Positive	77	81.1	81.9	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

¢

Q28B

establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their successes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	18	18.9	19.1	19.1
	Undecided	7	7.4	7.4	26.6
	Positive	69	72.6	73.4	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

¢

Q29B

create instructional opportunities that support students' academic, social and personal development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	6	6.3	6.4	6.4
	Undecided	8	8.4	8.5	14.9
	Positive	80	84.2	85.1	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

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Q30B

use effective verbal, nonverbal and media communications techniques, which foster individual and collaborative inquiry.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	5	5.3	5.4	5.4
	Undecided	13	13.7	14.0	19.4
	Positive	75	78.9	80.6	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

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Q31B

employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	11	11.6	11.7	11.7
	Undecided	9	9.5	9.6	21.3
	Positive	74	77.9	78.7	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

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Q32B

use various assessment techniques to evaluate student learning and modify instruction as appropriate.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	7	7.4	7.4	7.4
	Undecided	12	12.6	12.8	20.2
	Positive	75	78.9	79.8	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

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Q33B

conduct myself as a professional in accordance with the Code of Professional Responsibility for Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	6	6.3	6.3	6.3
	Undecided	7	7.4	7.4	13.7
	Positive	82	86.3	86.3	100.0
	Total	95	100.0	100.0	

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Q34B

share responsibility for student achievement and well being

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	3	3.2	3.2	3.2
	Undecided	3	3.2	3.2	6.4
	Positive	88	92.6	93.6	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

¢

Q35B

continually engage in self-evaluation of the effects of my choices and actions on students and the school community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	3	3.2	3.2	3.2
	Undecided	9	9.5	9.5	12.6
	Positive	83	87.4	87.4	100.0
	Total	95	100.0	100.0	

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Q36B

seek out opportunities to grow professionally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	12	12.6	12.6	12.6
	Undecided	9	9.5	9.5	22.1
	Positive	74	77.9	77.9	100.0
	Total	95	100.0	100.0	

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Q37B

serve as a leader in the school community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	14	14.7	14.7	14.7
	Undecided	14	14.7	14.7	29.5
	Positive	67	70.5	70.5	100.0
	Total	95	100.0	100.0	

Q38B

demonstrate a commitment to students and a passion for improving my profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	3	3.2	3.2	3.2
	Undecided	5	5.3	5.3	8.4
	Positive	87	91.6	91.6	100.0
	Total	95	100.0	100.0	

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